A Study on Role of Uttar Pradesh Skill Development Mission (UPSDM) in Promoting Employability

Synopsis

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"When done right, skills development can reduce un- and underemployment, increase productivity, and improve standards of living. Investing in up skilling or reskilling people for jobs of the future makes economic sense."

-World Bank

1. Introduction

India is the world's largest youth power. More than half of the population of India is below the age of 25, and more than 65% of the population is below the age of 35, and this demographic advantage is expected to continue until around 2055–56, peaking in 2041, when the working-age population (20–59 years) is projected to make up 59% of the total population and youth of every nation play a vital role in developing the economy of the nation, according to the report of India Today, among the 13 million youth joining the work force every year in India, only one out of four MBAs, one out of five in engineering and only one out of 10 graduates become employable. The 2024 India Employment Report, jointly released by the International Labour Organization (ILO) and the Institute for Human Development (IHD), highlights significant challenges in the Indian labor market, particularly for the youth. Youth unemployment remains a critical issue, with young people constituting 83% of the unemployed workforce. The report underscores a sharp increase in unemployment among educated youth, with those possessing secondary or higher education rising from 35.2% in 2000 to 65.7% in 2022. The major reason of high unemployment in youth of India is lack of employability skills and youth are required to receive a certain kind of education that will impart the skills and values that will enable them to enter into the world structure of work and be self-reliant. In today's world, graduation or getting a degree is not an assurance for a job. These days, competition is quite intense. The emphasis has shifted from traditional courses to job vocational skill courses which are market-driven, relevant, multi-skills and competence which are required by various sectors of the economy, and the world economy is now in the 4^{th} industrial revolution characterized by Internet of Things and Robotics. It is based on a 3rd industrial revolution. The 1st industrial revolution began in the 18th century by using steam power and mechanization of production. This mechanization system was produced 8 times over the same period of time as the old spinning wheel production technique. The 2nd industrial revolution began in the 19th century with the discovery of electricity and assembly line production, and we were able to produce at significantly faster and at lower cost. The 3rd industrial

revolution started in the 20th century through partial automation using memory- programmable controls and computers to resolve such challenges. Government of India formed committees on vocational courses in 1966.The Kothari commission report stresses that vocational courses must be introduced in the secondary and higher education system. Later in 1986, New Education Policy also underlined the requirement of vocational courses in an Indian education system by introducing Socially Useful Productive Work (SUPV) as a separate subject in Indian education system. The New Education Policy 2020 has strongly introduced vocational education as a main stream in the education system.

Skill Development-

According to the Cambridge dictionary, skill is defined as “An ability to do an activity or job well, especially if you have practiced it.”

According to Richard E. Mayer (2020), skill is defined in his “cognitive theory of multimedia learning” as the ability to carry out a task with pre-determined results, often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills.

According to Bloom's taxonomy, skills are classified into cognitive (knowledge-based), affective (emotion-based), and psychomotor (action-based) domains. Each of these domains represents different aspects of the skill sets necessary for learning and performing tasks.

Pierre Bourdieu's concept of "cultural capital" includes skills and competencies that individuals acquire through socialization and education. These skills are not just technical but also include social and cultural competencies that can be leveraged in different social contexts.Gary Becker (2014) defines skill in his study as “human capital collaboration and destructiveness” as skills that are the result of education and training that enhance an individual's productivity and, consequently, their economic value.

According to Indra Gandhi National University (IGNOU), Skill development refers to the process of acquiring or enhancing abilities, expertise, and knowledge that enable individuals to perform specific tasks effectively. It involves both learning new skills and improving existing ones through education, training, practice, and experience. Skill development is crucial for personal growth, career advancement, and overall success in various aspects of life, including professional, academic, and

personal domains. It encompasses a wide range of abilities, including technical skills, soft skills (such as communication and teamwork), cognitive skills (such as problem-solving and critical thinking), and emotional intelligence. Effective skill development requires dedication, persistence, and a willingness to learn and adapt to new challenges and opportunities.

Types of Skills

Skills can be broadly classified into different types based on their nature and application:

- **Technical Skills:** These are specific abilities and knowledge related to a particular field or industry. For example, programming languages for software developers, medical procedures for doctors, or carpentry, automobile mechanics, electronic technicians, or skills for craftsmen.
- **Soft skills,** also known as interpersonal or people skills, are non-technical abilities that enable effective interaction with others. Examples include communication, teamwork, leadership, adaptability, and time management.
- **Cognitive Skills:** These are mental abilities related to thinking, reasoning, problem-solving, and decision-making. They include skills like critical thinking, analytical reasoning, creativity, and attention to detail.
- **Physical Skills:** These involve abilities related to physical movements and coordination. Examples include athletic skills like running, swimming, or playing sports, as well as manual dexterity required for activities like crafting, playing musical instruments, or operating machinery.
- **Life Skills:** These are essential abilities needed to manage daily tasks and challenges in day to day life situations. Examples include communication skills, financial literacy, decision-making, problem-solving, and time management.

Each type of skill plays a vital role in personal and professional development, and individuals often benefit from cultivating a diverse range of skills to thrive in different aspects of their lives.

Skill Development programme in India

The Indian government has introduced various skill development schemes to boost employability and foster entrepreneurship. Some notable initiatives include:

- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** PMKVY is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) and is implemented by the National

Skills Development Corporation (NSDC). The main objective of this scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them secure a better livelihood. The scheme aims to train them on skills based on the National Skill Qualification Framework (NSQF) and industry-led standards and increase their employability in India.

- **Skill India Mission:** Geared towards skilling 400 million Indians by 2022, this comprehensive initiative comprises schemes like PMKVY, NSDC projects, and Sector Skill Councils, ensuring holistic skill development across sectors.
- **Pradhan Mantri Kaushal Kendra (PMKK):** These centers offer industry-relevant training, placement support, and entrepreneurship assistance, enhancing opportunities for aspiring individuals.
- **National Apprenticeship Promotion Scheme (NAPS):** Designed to increase industry involvement in apprentice training, NAPS provides financial incentives to employers, thus augmenting youth employability.
- **Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):** Targeting rural youth from disadvantaged backgrounds, this scheme offers residential training, placement aid, and post-placement support, fostering sustainable livelihoods in rural areas.
- **Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):** With World Bank support, SANKALP aims to enhance skill training program quality and relevance, bolstering institutional mechanisms and industry engagement in skill development.

Perhaps if we talk about the growth in vocational education over a period of time, the situation is not emboldened. As per the report of the National Institute of Open Schooling, only 2% of the total population between 15-29 years old has received formal vocational training, and only 8% have received non-formal vocational training, which shows that the Indian education system has failed to provide vocational skills to the youth of India. Hence, India needs an effective scheme to align the skills of the youth with the demands of the labour market.

This problem is faced by every state. India is divided into 28 states and 8 union territories, out of which Uttar Pradesh is the most populated state and one of the highest and most youth populated states in India. It has long been a point of origin for economic, social, and political development, According to the report of Times of India Uttar Pradesh has the largest youth populated state in India. Now,

Uttar Pradesh is also facing unemployment due to the lack of employability skills in youth. According to the study of Kumar, M. (2024), "Status of Youth's Employment in Uttar Pradesh: Demographic Dividend or Disaster," youth employment in Uttar Pradesh is a mixed scenario, with both potential benefits and significant challenges. The state has a large young population, which could drive economic growth. However, many young people struggle with unemployment due to a lack of job opportunities, poor education, and inadequate skill training programs.

From 2004-05 to 2019-20, several key labor market indicators like the Labor Force Participation Rate (LFPR), Workforce Participation Rate (WPR), Unemployment Rate (UR), and the rate of young people not in education, employment, or training (NEET) showed negative trends. The situation was worse for young women, with a 60% NEET rate and a 10% unemployment rate.

To address this problem, the Uttar Pradesh Government launched the Uttar Pradesh skill development mission (UPSDM) in 2013 with the aim of providing free vocational education and training to youth under the age of 14 to 35. Out of the total candidates, 20% are from minorities and 30% are women, and skilling, re-skilling, and up-skilling the youth is mandated to enhance their employability, which will make them more employable.

Employability- The skills and abilities that are required to get work or employment.

Hillage& Pollard's (1998) employability skills mean foundational skills required to be ready for a job.

MC Keiper defined employability skills as the possession of core skills as per the necessary specifications of employers.

According to the Confederation of British Industry, "employability is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work. (CBI, 2007), along with "the ability to gain and retain fulfilling work.."

Employability is also defined by Romanuik and Snart (2000 as "involving determining, attaining, and maintaining the skills needed to work, marketing oneself in order to obtain work, and working competently in order to retain work." Put simply, employability refers to the ability of individuals to recognize job and career opportunities.

According to Rothwell and Arnold (2007), employability is the "ability to keep the job one has or to

obtain the job one desires."

The various dimensions that can explain employability are:

- The ability to maintain the job and make transitions as required among various job roles in the organization (Khare, 2016)
- The ability to obtain new employment if required in other organizations (Hillage and Pollard, 1998; Khare, 2016)

Thus, to conclude the meaning of employability in the words of Knight and Yorke (2004), employability is not accomplished after obtaining the first graduate job but requires being constantly stimulated in order to be sustainable.

Livelihood and employment generation

Care (1991) defined livelihood as the ability of an individual or community to satisfy its basic needs, namely, food, shelter, clothing, sanitation, education, and health care.

A person's livelihood, derived from "life-lode" or "way of life," refers to the means by which they secure the basic necessities of life, such as food, water, shelter, and clothing. It is defined as a set of essential activities conducted throughout one's lifespan. These activities include obtaining water, food, fodder, medicine, shelter, and clothing.

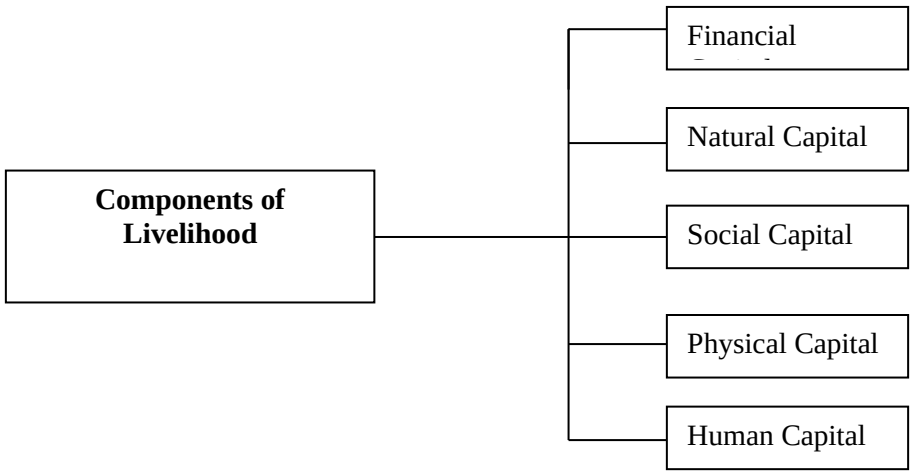

Figure 1 Component of Livelihood

An individual's livelihood encompasses their ability to procure these necessities to meet the basic needs of themselves and their household. These activities are typically carried out in a repetitive and sustainable manner, ensuring the preservation of dignity.

- **Human Capital**: This includes the skills, knowledge, ability to work, and good health that enable people to pursue different livelihood strategies and achieve their goals. Education and health care are critical aspects of human capital.
- **Natural Capital**: The natural resources (e.g., land, water, forests, and fisheries) that are available to people and communities. These resources are essential for agriculture, fishing, and other activities that rely on the natural environment.
- **Social Capital**: The social resources upon which people draw in pursuit of their livelihood objectives. These include networks, membership of groups, relationship of trust, access to wider institution of society, and informal safety nets.
- **Physical Capital**: The basic infrastructure (e.g., transportation, shelter, water, energy, and communications) and producer goods needed to support livelihood. This includes tools and equipment that people use to function more productively.
- **Financial Capital**: The financial resources that people use to achieve their livelihood objectives, including savings, credit, income from employment, and remittances.

Employment- According to the International Labour Office (ILO), an employed person is anyone aged 15 or more who has worked for at least one hour in a given week for pay, or who is temporarily absent from work due to reasons like annual leave, illness, or maternity.

This definition includes all types of employment, including employees, self-employed individuals, and family helpers, regardless of whether the employment is officially registered.

According to the Ministry of Labour and Employment, employment includes any activity or work performed by individuals for wages, salaries, or any other form of remuneration. It also covers formal employment (jobs in the organized sector) and informal employment (jobs in the unorganized sector).

According to the Central Statistics Office, employment is defined as persons aged 15 years and older who are engaged in any economic activity during a specified reference period, either as employed or self-employed. Economic activities include the production of goods and services for pay or profit, including unpaid family work.

Employment generation has a great impact on a livelihood and the wellbeing of an individual.Therefore, the present study is an important effort to explore the impact of employment on

the livelihoods of people.

1.2 Component of Uttar Pradesh Skill Development Mission (UPSDM)

Recognition of prior learning (RPL) is a process that assesses and acknowledges the skills, knowledge, and competence that individuals acquire from prior learning and experience. The main objective of RPL is to recognize and credit to their existing skills. And allowing individuals to receive certificates or credits without undergoingthe full traditional training.

Short-Term Training (STT): This training will be provided to individuals, and the training period is approximately 3 months. STT is focused on training, certificates, and placement.

1.3 Functional division of the Uttar Pradesh Skill Development Mission (UPSDM)

UPSDM consists of six functional divisions that are responsible for overseeing its day-to-day operations, in addition to several verticals dedicated to monitor the execution of flagship programs. The mission's cumulative range of activities is supervised is divided on to following divisions.

- **Planning Division:** The Planning Department serves as the administrative backbone, overseeing the creation of crucial documents like master plans and sector plans. These documents are the foundation and guiding principles for discussions surrounding the regulatory plan.
- **Finance division:** the finance division makes a financial budget for the expenditure on providing skill training.
- **Training partners and placement division:** the role of training partners and placement division is to provide employment to the trained youth in different industries.
- **Assessment and certificate division:** the main aim of this division is to assess the performance of trainees, provide credit scores after taking exams, and provide certificates.
- **Social mobilization division:** The role of a Social Mobilization Division within an organization typically involves activities aimed at engaging communities, building awareness about UPSDM, and fostering social change.
- **IT and monitoring division:** IT and monitory division is providing technical services to all divisions of the Uttar Pradesh Skill Development Mission, and the monitoring division monitors all activities of the UPSDM scheme.

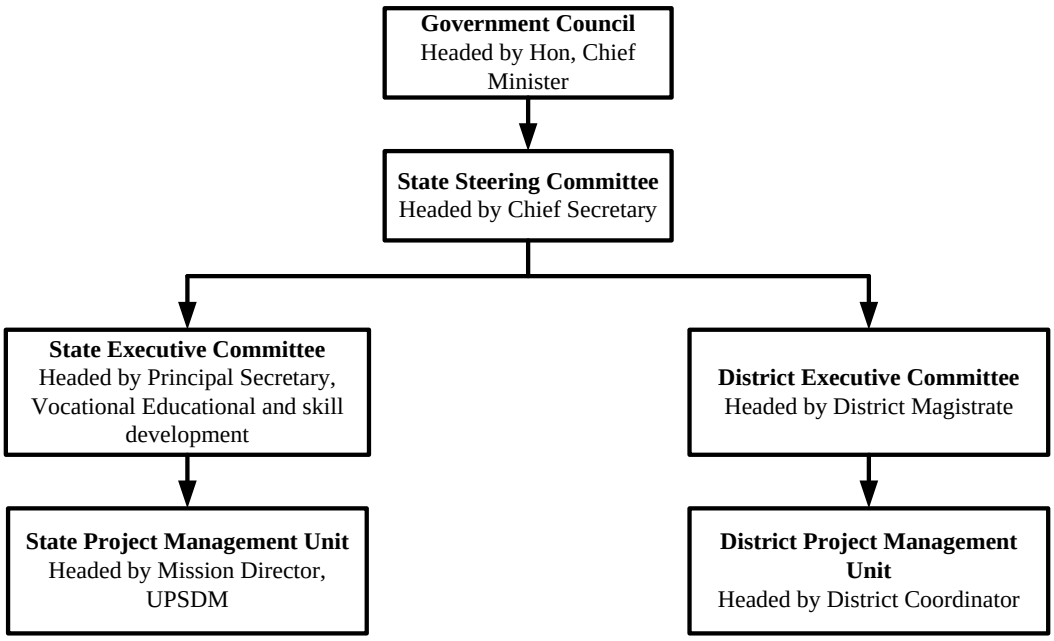
Government Council
Headed by Hon, Chief Minister
State Steering Committee
Headed by Chief Secretary
State Executive Committee
Headed by Principal Secretary, Vocational Educational and skill development
District Executive Committee
Headed by District Magistrate
State Project Management Unit
Headed by Mission Director, UPSDM
District Project Management Unit
Headed by District Coordinator

Figure 2 Structure of Uttar Pradesh Skill Development Mission
(**Source:** https://www.upsdm.gov.in/Home/AboutUPSDM)

The Uttar Pradesh Skill Development Mission scheme is headed by the chief minister of Uttar Pradesh, and the state steering committee is an advisory group headed by the chief secretary of Uttar Pradesh. The State Steering Committee is divided into two divisions: the State Executive Committee, headed by the principal secretary of vocational education and skill development, and the District Executive Committee, headed by the district magistrate. These two committees are further divided into two committees: the State Project Management Unit, headed by the mission director of UPSDM, and the District Project Management Unit, headed by the district coordinator.

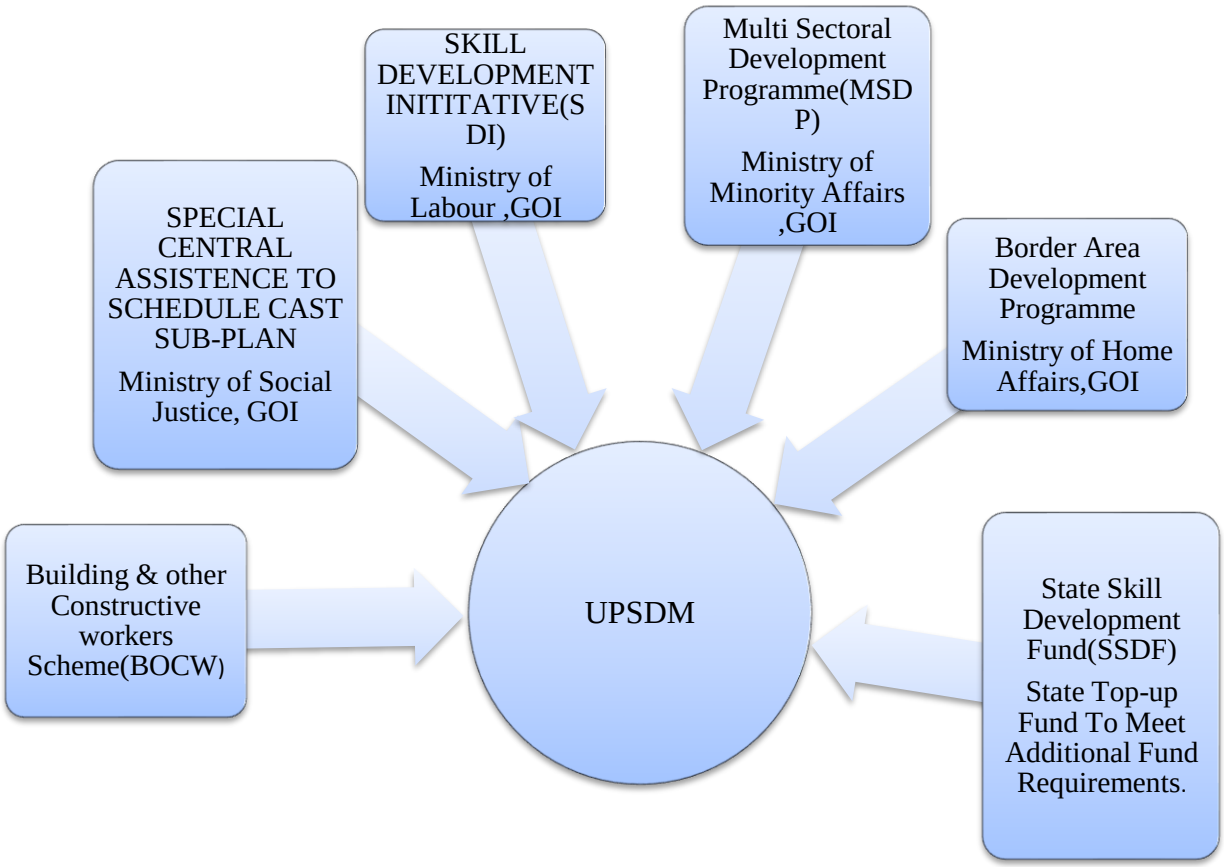
SKILL DEVELOPMENT INITITATIVE(SDI)
Ministry of Labour ,GOI
Multi Sectoral Development Programme(MSDP)
Ministry of Minority Affairs ,GOI
SPECIAL CENTRAL ASSISTENCE TO SCHEDULE CAST SUB-PLAN
Ministry of Social Justice, GOI
Border Area Development Programme
Ministry of Home Affairs,GOI
Building & other Constructive workers Scheme(BOCW)
UPSDM
State Skill Development Fund(SSDF)
State Top-up Fund To Meet Additional Fund Requirements.

Figure 3 Convergence of 6 schemes and top-up fund of UPSDM

The Uttar Pradesh Skill Development Mission Scheme is a convergence of six schemes out of five: the skill development initiative, multi-sectoral development programme, border development programme, and special central assistance schedule cast subplan. The state skill development fund is completely funded by the government of India, and the building and other constructive workers scheme is headed by the Uttar Pradesh government. It is the first effort of its kind to run five central government and one state Government skill development schemes in an integrated and uniformly standardized way. These six schemes offer opportunities to underprivileged groups, such as scheduled castes, minorities, women, and BPL candidates, among others. To this scheme, candidates must be residents of Uttar Pradesh and aged between 14 and 35 years (for the building and other constructive workers scheme, the upper limit is extended to 50 years). Additionally, there is a requirement to include 20% candidates from minorities and 30% women candidates across all schemes.

Table 1 Status of Skill Development in Uttar Pradesh

Key Points	Number of people impacted
Training Partners	910
Training Centre	8669
Sectors	39
Courses	1385
Enrolled	1052255
Under Training	383618
Trained	647952
Placed	4414

(**Source:** https://www.upsdm.gov.in/ **)**

Currently, there are a total of 39 sectors and 1385 courses under which training is provided in Uttar Pradesh, and 910 training providers have provided training in a total of 8669 training centers. The total number of enrolled trainees is 1052255, out of which 383618 are in the training process. Till now, 647952 trainees have been trained under the Skill Development Mission Schemes in Uttar Pradesh, and out of the total enrolled, 4414 trainees have been placed as employees in different industries.

Table 2 There are 39 Sectors of Uttar Pradesh Skill Development Mission

S. No.	Sector	No. of Courses
1	Agriculture	40
2	Apparel, Made Ups & Home Furnishing	45
3	Automotive	21
5	Beauty Culture & Hair Dressing	10
6	Construction	90
7	Domestic Worker	4
8	Electronics	26
9	Fabrication	10
10	Food Processing	15
11	Furniture & Fittings	8
12	Gems &Jewellery	7
13	Green Jobs	4
14	Handicrafts & Carpets	54
15	Healthcare	23
16	ICT	11
17	Instrumentation AutomationSurveillance & Communication	5
18	Iron & Steel	42
19	Leather & Sports Goods	16
20	Life Sciences	1
21	Logistics	31
22	Media & Entertainment Skills Council	39
23	Mining	45
24	Plumbing	5
25	Power	11
26	Retail	7
27	Rubber	15
28	Security	7
29	Sports	4
30	Telecom	32

31	Textile	59
32	Tourism & Hospitality	13
33	Aerospace and aviation	38
34	BFSI	8
35	Capital goods	38
36	Hydro carbon	19
37	Infrastructure equipment	16
38	Management	24
39	Paints and coating	17

(**Source:** https://www.upsdm.gov.in/)

There are total of 39 sectors in the Uttar Pradesh Skill Development Mission, under which the Government of Uttar Pradesh provides training to youth at no cost. The construction sector has the highest number of courses, and Life science sector is the one which hasleast number of courses in UPSDM that is one.

2.0 Review of Literature

Skoch (2023) concluded in his article that In Uttar Pradesh, several complex challenges were exacerbated by regional and economic disparities, as well as entrenched caste and class stereotypes. Additionally, there was an uneven distribution of industries and limited job opportunities in the private sector. While history and traditions can foster societal unity, they sometimes constrain progress. Cultural taboos often resist changes in people's occupations and lifestyles. Skill training, which differs from conventional education, faced initial resistance, and its adoption presented another obstacle that the Uttar Pradesh Skill Development Mission (UPSDM) had to address when planning their strategic approach to skill development initiatives.

Gosh Piyali, Goel Geetika, Bhongade Ankita (2022) "Skilling the Indian youth; A state level analysis" stated thorough examined that data shows the trainees experience a notable improvement in their financial well-being once they start working. Additionally, the study highlights that trainees tend to feel disinterested in moving to new locations, face a disconnect between the skills they acquire and the jobs they land, and additionally, there is a shortage of highly qualified trainers.

Tripathi Minakshi (2021) "Role of Entrepreneurship Education in Development and Promotion of Entrepreneur Skills in the Youth of Madhya Pradesh" this study provides a comprehensive examination of the initiatives undertaken by the Indian government to match the country's youth with the essential core skills demanded by both the organized and unorganized sectors within India. The

initial phase of analysis involved an assessment of the human resource requirements anticipated until the year 2022, specifically concerning the projected employment opportunities across twenty-two key sectors in the forthcoming years. Furthermore, an investigation was conducted to ascertain the workforce demands across all states and union territories of India. The findings underscore the annual addition of approximately 12 million young individuals to the demographic dividend of the nation. This burgeoning youthful workforce necessitates employment opportunities paired with adequate skills training. Notably, only a mere 2% of this population has access to systematic training, as observed in the study conducted by Sinha Shabnam, Linden Toby, Meky Muna, and Miwa Keiko in 2015. In light of this prevailing trend, the Ministry of Skill Development and Entrepreneurship has assumed a pivotal role in addressing this critical issue.

K. Rao (2020) "Skill Gap Analysis in Uttar Pradesh" This study discussed a skill gap analysis in Uttar Pradesh, indicating a significant demand for skilled workers in both agriculture and non-agriculture sectors. District-Wise variations are observed. The supply of skilled workers is expected to be higher in more developed districts like GB Nagar and Jhansi, with a slight surplus in supply compared to demand in 2021-22.

Agarwal Mini & Thakur K.S (2019) conclude that the role of education and training in youth development has been a subject of significant research. Studies have consistently shown that education enhances the understanding, skills, capabilities, and behavior of young individuals. Notably, the consensus among respondents in various surveys is that education contributes to skill and ability development, ultimately leading to improved performance and increased employability.

Dr. Rajni Arora and Manoj Chhadwani (2018) titled "Analyzing the Impact of Skill India as a Tool for Reshaping Indian Economy investigated how the Skill India initiative has affected the Indian economy and stresses on the importance of this campaign. Their research also underscored the requirement to bolster the economy by improving the existing educational system, enhancing academic skills, and equipping students with skills that make them more employable.

Tharu Manish& Yadav Ganesh (2018) concluded in his study "Impact of skill development programmes on tribal communities: a case study of Lakhimpur Kheri district of Uttar Pradesh" that providing skill to youth and creating productive employment opportunities is the biggest challenge to

the State Government. To overcome this State and Central government came together by effective coordinating with other department for creating employment opportunities and providing vocational skill to youth at free of cost. Skill development programmes need more broader publicity in the tribal areas of Lakhimpur Kheri to witness the desired results in the future years.

Furthermore, there is substantial evidence from developed countries demonstrating the positive economic impact of investing in skill development. Such investments have been found to uplift economies and raise wage levels. Skill development is often highlighted as a critical factor in enhancing productivity, making it a central component of development policies.

Pai (2018) assessed the role of Non-Government Organizations (NGOs) in the Skill India Mission it was recommended that they collaborate and coordinate their efforts with government organizations as part of the Skill India Program. In simpler terms, NGOs should team up and work together with the government to make Skill India a successful.

Dixit (2017) and their research team examined whether Indian government's policies for training construction workers were effective or not. They looked at data on how productive the construction industry was and the skills of the workers from 1999 to 2010. They found that there was a clear link between improving worker skills and getting more work done in construction. In simpler terms, when construction workers were better trained, they were more productive, and this supported the government's policies for skill development in the construction industry.

Khan and Pal (2016) assessed the association of FDI inflows in India with skill development programs. They concluded that FDI did not successfully create employment forfor the youth of India. There is no association or any relation between FDI andthe labor the labor process in Indiathat has been that has been confirmed. They conclude that If India wants to create employment withFDI, it FDI, it India need to provide vocational skills to youth.

Singh and Saini (2016), (2016), in their paper explored the different aspects of the Skill India Mission and point out the need for its development and challenges.

Sharma and Sethi (2015) suggested that it is required to minimize the difference between demand and supply of skills to reduce unemployment due to a skill miss match. This approach adopted involved improving the existing skill development system, introducing effective schemes, and

proposing solutions to meet the difference between demand and supply of skilled labour.

Das (2015) concluded in her paper that skill development efforts, strategies, outcomes, and the overall state of skill development in India. Through the analysis of existing data, Das made several key findings. First, he noted that India had the world's largest young population, a trend expected to persist until at least 2040. However, despite this demographic advantage, India's labor productivity lagged behind that of other Asian countries. To address this disparity and achieve more inclusive economic growth, Das highlighted the need for a significant shift towards higher-productive industries. This transformation would be described by **Saini (2015)** in "Skill Development in India: Needs, Challenges, and Ways Forward" in her paper, which attempts to assess the existing skill capacity and challenges in India's skill development programs using secondary data. The study revealed that the vocational training level within the age group of 15–59 in India was quite deficient. Approximately 38% of this workforce lacked basic literacy skills; 25% had education up to the primary level or lower, while the remaining 36% possessed education at the middle and higher levels. Only 10% of the workforce had received vocational training, with 2% having formal training and 8% having informal training.**Saini's** study also highlighted that both the government and its partner organizations had initiated various measures and initiatives to enhance the effectiveness of the skill development system in the economy. Nevertheless, they were confronted with numerous unresolved issues and challenges that demanded immediate attention from policymakers.

Shri Singh Vishal (2014) concluded in his study "Capacity Building of Skill Development Programme UP Skill Development Mission" that the primary challenge facing the UP Skill Development Mission is ensuring gainful employment for trainees amidst a competitive labor market where vocational graduates struggle for placement. Success hinges on designing relevant courses, ensuring sincere training provision, and fostering economic growth to generate ample employment opportunities. A virtuous cycle of skilled manpower availability may stimulate further investments and fuel higher growth, enhancing prospects for youth employment.

Yadav (2014), in his study "Skill Development Initiatives in India: Challenges and Strategies Concerning Vocational Training Initiatives in Maharashtra," explains the various issues like population growth rate, lack of infrastructure facilities and obsolete technology, rural urban migration

problems, high school dropout rates, Researchers analyze the factors of seating capacity, vocational education and governance, faculty development, and industry participation. Researcher suggested that there is required of private players to improve the employability skill in youth.

Punjani (2014) concluded in their study that there is an urgent requirement for skill development in youth for the success of making India. The economy will become more productive, innovative, and competitive. The main findings of this study reveal that about 10% of the Indian work force has formal training, and this study also suggests that existing skill development policies in India are required to be upgraded.

Aya Okada (2012), "Skills Development for Youth in India: Challenges and Opportunities**,"** examined various recent initiatives aimed at facilitating the transition of young individuals into the workforce. The study revealed that India is confronted with intricate and substantial challenges in enhancing skills development for its youth. The paper highlighted an evident skills gap in India, wherein there is a disparity between the skills demanded by industries, driven by recent rapid economic growth, and the skills acquired by young people through vocational training programs. The researcher also proposed how India should increase its investment in education and training for the youth, as this would not only apply to subjects in India's higher education institutions.

Khan, Khan, and Khan's (2011)"Impact of Training and Development on Organizational Performance" conducted a study about how employee training and development affect a company's performance. They looked at things like on-the-job training, how training is designed and delivered, and how these impact the company. Their main goal was to figure out how training makes employees performence better. They gathered data from 100 people and used both new information and existing data sources. To analyze the data, they used descriptive statistics and something called a Z-test. They discovered that on-the-job training works really well, and it's also efficient in terms of time and money.

Maclean and Sarvi (2011) studied the problems, obstacles, and approaches related to skill development in the regions of Asia and the Pacific. Notably, they examined these issues in areas where the informal sector accounts for a significant 65% of non-agricultural employment.

Dr. Dakore and Pradip Shivaji Anantwar (2010), "The Impact of Skill Development in India,"

highlighted that skills and knowledge play pivotal roles in propelling a nation's economic growth and social progress. The researchers also emphasized the increased significance of possessing skills to accelerate a country's development. Their paper elaborated on the idea that nations with higher and superior skill levels are better equipped to adapt to the demands and transformations brought about by globalization and technological advancements.

Palit's (2009) study on "Skill Development in India: Challenges and Strategies" found that India doesn't have an equal distribution of higher education opportunities across the country. India's formal technical training system is not as extensive as it needs to be. They offer specialized training in areas like farming, engineering, and technology. The study showed that 90% of diploma programs and 80% of certificate programs are focused on engineering. The researchers used different factors, like the number of differentdiplomas, ITI courses.

Professor Rajkumar Jaiswal's (2007) study titled "Vocational Education and Skill Development in India" emphasized the pressing need to revamp vocational education and training (VET) programs. This is because the job market is evolving, and VET courses should be adapted to meet the changing demands. The courses should be designed to align with emerging job opportunities in fields like information and communications technology (ICT), services, and environmentally friendly occupations.

3. Research Gap:

After thorough review of the literature, the researcher has identified the following gaps:

There have been many studies conducted in this area, but most of the studies are conceptual. After the researcher’s extensive review of the literature, it has been found that there are very few studies that have been conducted to identify the key issues faced by trainees and training providers and whether UPSDM is effective in promoting employability skills and whether people's livelihoods have improved after getting employment through its employability under the Uttar Pradesh Skill Development Mission (UPSDM). UPSDM working criteria are responsible for improving the employability skills and livelihoods of people. Therefore the present study will be conducted in West Uttar Pradesh to examine the effectiveness of the Uttar Pradesh Skill Development Mission in promoting employability skills among trainees.

4. Need for the study

- Currently, we are in the 4th industrial revolution. We need to develop skills according to the requirements of industries. India has over 600 million individuals aged 18 to 35, and a significant 65% of the population is below 35 years old. This demographic advantage is projected to continue until around 2055–56, reaching its peak in 2041, when the working-age group (20–59 years) is anticipated to constitute 59% of the population. India needs to create employability opportunities for the youth, and this problem is primarily solved by providing effective skill development training to the youth of India.
- According to the India **Employment Report 2024,** jointly released by the by the ILO and the Institute for Human Development (IHD), it highlights significant challenges in the Indian labor market, particularly for the youth. Youth unemployment remains a critical issue, with young people constituting 83% of the unemployed workforce. The report underscores a sharp increase in unemployment among educated youth, with those possessing secondary or higher education rising from 35.2% in 2000 to 65.7% in 2022. The major reason for high unemployment among youth in India is a lack of employability skills, and youth are required to have a kind of education that will impart the skills and values that will enable them to enter the world of work and be self-reliant.
- Skill mismatch is the main reason for unemployment among youth in India. This problem can be reduced by providing effective training to youth. Hence it is important to solve the challenges and provide opportunities to the UPSDM.
- Youth employment in Uttar Pradesh is a mixed scenario, with both potential benefits and significant challenges. The state has a large young population, which could drive economic growth. However, many young people struggle with unemployment due to a lack of job opportunities, poor education, and inadequate skill training programs.
- These are the reasons why researchers have chosen this topic, “A Study on the Role of the Uttar Pradesh Skill Development Mission (UPSDM) in Promoting Employability.”

5. Research Question

The following research questions have been raised in the proposed study to find out the adequate answers:

- Is there any impact of Uttar Pradesh Skill Development Mission in promoting employability skill?
- Is Uttar Pradesh Skill Development Missionis effective to create an employment generation?
- Are there any issues faced by training partners while providing training?
- Are there any issues faced by trainees while in training process?
- Do trainees getting better livelihoodafter getting training in UPSDM?

6. Research Objectives

- To analysetheperformance of different schemes under Uttar Pradesh Skill Development Mission.
- To examine the role of Uttar Pradesh Skill Development Mission in generating employability skills among trainees.
- To identifyfactors that affect trainees duringtraining process.
- To know the challenges faced by the trainees and trainersunder Uttar Pradesh Skill Development Mission.
- To propose a strategic framework for effective implementation of Uttar Pradesh Skill Development Mission.

7. Hypothesis

- $\mathbf{H}_{01}$ – There is no significant improvement in the performance of different schemes under Uttar Pradesh Skill Development Mission.
- $\mathbf{H}_{02}$**-** There is no significant impact of Uttar Pradesh Skill Development Mission in promoting employability skill.
- $\mathbf{H}_{03}$**-** There are no significant factors affecting trainees during training process.
- $\mathbf{H}_{04}$- There are no significant challenges faced by the trainees and trainers under Uttar Pradesh Skill Development Mission.

8. Research Methodology

8.1 Conceptual Framework

Researcher intends to study the whole process of UPSDM through a conceptual framework. Under UPSDM, various vocational courses are provided in 39 sectors, among which the researcher is intended to study only three, namely Handicraft, ICT, Tourism and Hospitality. These courses will

result in the development of soft skills, technical skills, and physical skills among trainees. The accumulation of these skills will increase the employability of the trainees, which will result in an increase in their ability to get employment.Hence, these employment opportunities will eventually lead to improved livelihoods.

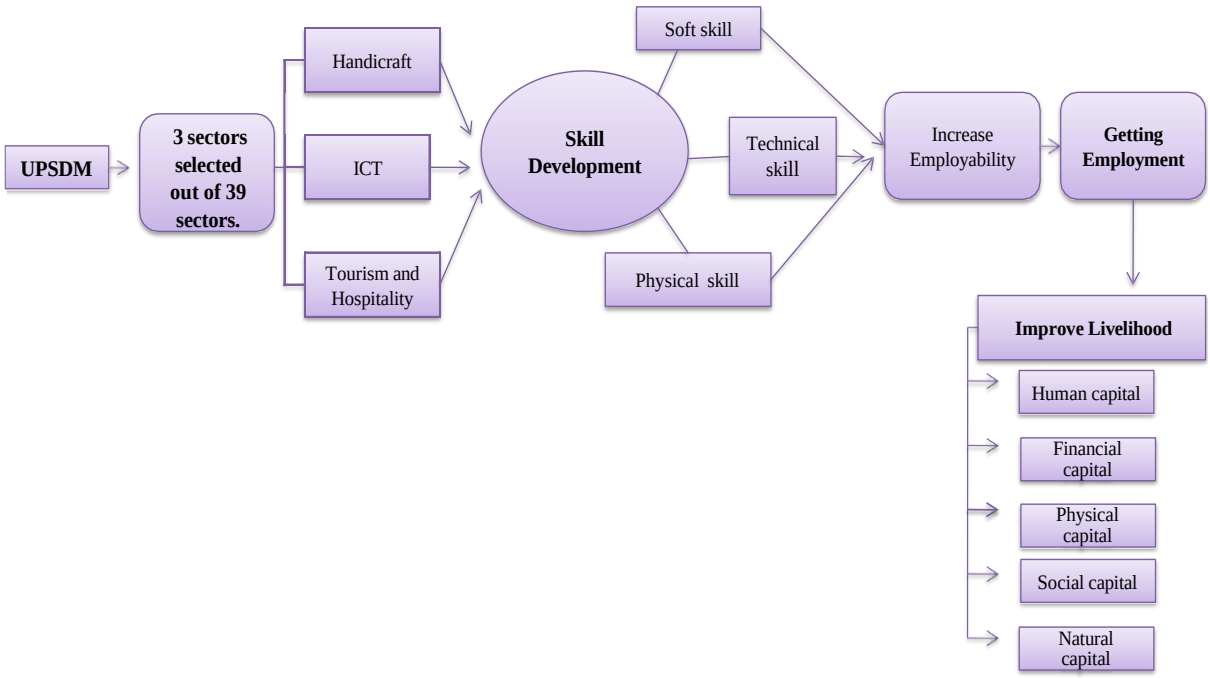

Figure 4 Conceptual Framework
(Source: Self Structured)

8.2 Variable of the study

In the proposed study, the researcher presents the table below consisting of number of variables that are categorized into dependent and independent variables.

Table 3 Variable of the study

INDEPENDENT VARIABLE	DEPENDENT VARIABLE
UPSDM	1.Employability skill 2. Employment generation 3.Livelihood

8.3 Sample selection

Uttar Pradesh is divided into 75 districts, which are grouped into four regions: Eastern, Western, Central, and Bundelkhand. For this study, the researcher has chosen the western region because this region has the highest number of districts, which is 30. Out of these 30 districts, researcher have taken 4 districts because they have the highest number of training centers. Those 4 districts are: Agra, Aligarh, Firozabad and Mathura.

The researcher has taken 10% of the centers out of the total number of training centers. From the selected training centers, the researcher will divide the sample size into trainees, training providers, and trained employees on the basis of random sampling. There are a total 13 training centers, and then the trainers will be 26 (2 from each center), 130 trained employees (10 from each center), and 260 trainees (20 from each center). The total number of respondents will be 416.

Table 4 Sample Selection

District	**Population**	**Sample Size**			
	Training centers	**Training centers (10% of total training centers)**	**Trainers (2 trainers from each centers)**	**Trainees (20from each training centers)**	**Trained Employees (10 from each training centers)**
Agra	26	3	6	60	30
Aligarh	20	2	4	40	20
Mathura	47	5	10	100	50
Firozabad	27	3	6	60	30
Total	120	13	26	260	130
Total Respondent- 416 (26Trainers + 260 Trainees +130 trained employees)					

8.4 Data Collection

Primary: The primary data will be collected from trainees and training providers to know the effectiveness of the training offered in promoting employability skills, to identify the factors affecting trainees while providing training, and to find out the problems faced by the trainees and training providers of the Uttar Pradesh Skill Development Mission through a self-structured questionnaire and a personal interview.

Secondary: The secondary data will be collected to know the present status of the Uttar Pradesh Skill Development Mission through published work in journals, books, news papers, periodicals, and different business magazines relevant for the research and Government report published by the Uttar Pradesh skill development mission of the National Skill Development Corporation.

Table 5 Research Design

Geographical Area of Research:	Western Uttar Pradesh (Agra, Aligarh, Mathura, Firozabad)
Research Type	Exploratory and Analytical
Sampling	Purposive Sampling.
Population	Training Centers
Sample	13 training Centers
Respondent	416 (26 Training providers + 260 Trainees + 130 Trained Employees)

Data Collection	Primary Data ❖ Interviews. ❖ Self structuredQuestionnaires. Secondary Data ❖ Published work in journals, books, news paper, periodicals& different business magazines.(relevant for the research) ❖ Government Report published by Uttar Pradesh skill development Mission, National Skill Development corporation
Statistical tools & methods	Mean, Multiple Regression model, and other appropriate statistical tools as per the requirement of the study.
Scale	5 Point Likert scale.

9. Proposed chapter

Chapter 1: Introduction

a) Need of skill development in India.

b) History of vocational education in India.

c) Uttar Pradesh Skill Development Mission.

d) Need of the study.

e) Objective of the study.

f) Hypothesis.

g) Research Methodology.

Chapter 2: Review of Literature

Chapter 3: Present status of Uttar Pradesh Skill Development Mission.

a) Technology integration

b) Participation and collaboration

c) Monitoring and evaluation mechanism

d) Employment rate, Number of enrollment, Course completion, Funding and allocation and certifications and accreditation.

e) Chapter 4: Analysis and Finding.

Chapter 5: An action plan to increase the effectiveness of Uttar Pradesh Skill Development Mission.

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Appendix 1

Table 6 List of number of training centers in Western Uttar Pradesh District

Western District Name	**Number of Centers**
Bulandshahr	**10**
Gautam Buddh Nagar	**17**
Ghaziabad	**17**
Baghpat	**09**
Saharanpur	**04**
Muzaffarnagar	**05**
Shamli	**04**
Moradabad	**12**
Rampur	**7**
Amroha	**16**
Sambhal	**05**
Bareilly	**10**
Budaun	**14**
Pilibhit	**05**
Shahjahanpur	**13**
Agra	**26**
Firozabad	**27**
SMainpuri	**5**
Mathura	**47**
Aligarh	**20**
Etah	**7**
Hathras	**11**
Kasganj	**13**
Etawah	**20**
Auraiya	**05**
Farrukhabad	**14**
Meerut	**NA**
Bijnor	**NA**
Hapur	**NA**
Noida	**NA**

(Source: https://www.upsdm.gov.in/)